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ABSTRACT

This five-part report describes the methods and findings of a study of programs implemented at Florida's 9 public universities and 28 community colleges to enhance the participation of minority and disadvantaged students in postsecondary education. Following introductory material on the project, study design, and methods, an inventory of affirmative action initiatives is presented, covering federal programs, state programs, institutional commitment, minority transfer programs, and external support systems. The next section focuses on institutionally supported practices to identify minority students, facility student entry or assimilation, recruit minority students for a particular area of study or major, increase retention, and provide follow-up or assessment. This section also looks at future initiatives and the initiatives thought to have the greatest potential. The next section offers a series of observations and concerns about ways in which the initiatives seem to be externally rather than internally motivated; the influence of the chief executive officer's attitude on the effectiveness of the educational equity office; the tendency of the institutions to equate "minority" with "black"; the fragmentation of affirmative action efforts; and the role of state policy in increasing institutional competition. The report concludes with a series of recommendations. Appendices include a list of affirmative action initiatives by college, and the survey instrument. (EJV)

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PROGRAMS TO ENHANCE PARTICIPATION, RETENTION, AND SUCCESS OF MINORITY STUDENTS AT FLORIDA COMMUNITY COLLEGES AND UNIVERSITIES

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EXECUTIVE SUMMARY

Only thirty years ago, Florida's public higher education system was segregated under Articles of the state Constitution of 1885. At that time the public higher education system was made up of three universities, Florida Agricultural and Mechanical University (FAMU) for blacks and the University of Florida (UF) and Florida State University (FSU) for whites together with separate junior colleges for whites and blacks. Twenty-one years ago the twelve black junior colleges in Florida were either phased out or absorbed by the existent white junior colleges with little consideration, planning, or programs to accommodate the black students.

The dramatic changes and dynamics of Florida, one of the ten "Adams Case" states required in 1974 to develop plans for equalizing educational opportunity in public higher education, can be seen in its population growth and shift in its public policy. Over the thirty-year period, Florida's population has moved from 2.8 million (ranking it 20th in the nation) to over 11.3 million making it the 5th largest state. Its public policy shifted from the Consitutional declaration that "...white and colored children shall not be taught in the same school..." to a mandate in the Florida Educational Equity Act of 1984 that charged:

> Educational institutions within the state system... shall develop and implement methods and strategies to increase the participation of students of a particular race, national origin,... in programs and courses in which students of that particular race, national origin ... have been traditionally underrepresented....

In addition, the Postsecondary Education Planning Commission (PEPC) that same year completed a Supplement of its Master Plan for Florida postsecondary education titled Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education which called for:

> Exemplary programs in the state's community colleges and universities designed to provide academic advisement and support which contribute to the retention of minority and disadvantaged students should be identified and assessed so that information pertaining to these successful approaches may be distributed system-wide.

This Study

In October of 1986, at the urging of the Project Director of the Miami-Dade Community College Ford Foundation-Transfer Opportunity Program, PEPC convened a meeting of state officials

and institutional representatives for the purpose of discussing the absence of any state-wide inventory of exemplary programs for such students. As a result, the present study was commissioned of the nine public universities and twenty-eight community colleges. The study design called for a survey distributed by the State University System (SUS) and Community College System (CCS) Equal Opportunity Program Directors. The inventory instrument was designed to identify federal and state categorically funded programs and then a separate section to identify institution-sponsored initiatives, the primary focus of the study. A second subtlety requested each institution to designate those initiatives judged sufficiently exemplary to be visited and emulated by other institutions in the state. The hope was that such "Exemplary" programs, upon site visit or telephone follow-up, would lend themselves to analysis whereby special characteristics could be identified in some type of classification or typology system that might assist program planners in other institutions. The latter objective proved unobtainable because of the extreme variation in the nature and quality of initiatives judged by some respondents as exemplary. Some respondents were very conservative while others seemed extremely generous.

Federal and State Programs

Most SUS and CCS institutions utilize federal programs intended to facilitate access, equity, and retention for minorities ranging from financial aid programs to remediation and other academic support programs. Similarly, most institutions use Florida's financial aid programs its College Reach Out Program, and those programs targeted for each system. In the case of SUS, all nine universities utilize the University Student Retention Program which particularly assists black students to overcome academic deficiencies at both undergraduate and graduate levels. The CCS institutions all participate in the College Preparatory Program designed to provide special educational opportunity for academically deficient students as well as Staff and Program Development funds to facilitate recruitment, retention, and success of minority students.

Overall Picture

Follow-up procedures revealed no structure, process, format, or methodology that would explain the success of a given program other than the human element, i.e., individuals involved who demonstrated unusual ability, dedication, and drive. The overall picture growing out of this study is one of commendable programming in both the SUS and CCS where federal or state funded programs for minorities are concerned. From the perspective of institution-sponsored and supported initiatives, however, the picture is less encouraging. Institutions simply are not dedicating much of their own resources to such purposes and where program initiatives are present, they are not too different from fairly typical practices reported in the literature nationally.

The SUS and CCS initiatives focusing on pre-collegiate minority student identification and motivation were comparable when examined from the perspective of system averages. The systems were also comparable in initiatives focused on recruiting minorities for particular areas of study or academic majors. However, universities, on average, reported more minority programs than the CCS in facilitating student entry or assimilation and in retention programming. The latter, of course, is influenced by the state funding for retention. Universities also have better information on and characteristically carry out follow-up and assessment of minority program initiatives more than most community colleges.

Observations

A number of disquieting observations emerged from the study. First, both SUS and CCS institutions appear to respond as a result of external rather than internal stimuli. Furthermore, institutions examine the problem of access and equity of minorities from the perspective of "What's wrong with the student?" rather than "What's wrong with our institution?" There did not appear to be widespread or systematic self-analysis at either community colleges or universities.

The study also revealed most institutions approach strategies and programming for minorities in a piecemeal or fragmented manner rather than from an overall institutional game plan. And, consistent with national studies, the scope and spirit of minority program initiatives directly reflect the commitment level of the chief executive officer. When the chief executive officer is indifferent, educational equity programming tends only to meet minimum compliance standards but when commitment is sincere and expressed, programming is visible and effective.

Recommendations

1. It is recommended that PEPC collaborate with the State Advisory Council on the Education of Blacks on the identification of policy modifications and initiatives at the state level to enhance minority participation and transfer opportunities in postsecondary education.

2. It is recommended, that once the community college system has developed a student data course file comparable to that of SUS, information from both systems be used to monitor progress made in retention, transfer, and graduation of minority students. Attention should be given to possible adverse competition between the two systems.

3. It is recommended that the SUS and CCS carry out joint

conferences and workshops on minority initiatives, particularly in the areas of pre-collegiate programming, retention, transfer, and institutional environment.

4. It is recommended that each institution carry out an assessment of its environment with particular reference to faculty and staff attitudes and perceptions of multi-cultural and multi-lingual students. Such assessment should be the basis for professional development programs that aid individual faculty and staff to recognize prejudices and to appreciate the different cultures among the student body.

5. It is recommended that each institution carry out a comprehensive inventory of initiatives intended for minority students and that such inventory be the basis of review and planning for subsequent programmatic action.

6. It is recommended that community colleges and universities establish a locus of responsibility for minority transfer issues within the academic area of the organization to assure faculty commitment and involvement in addressing such issues.

7. It is recommended that racial/ethnic classifications be subdivided for reporting and programming purposes so that the different cultures are more clearly understood and delineated for planning and programming purposes.

8. It is recommended that the current Statewide Panel on CLAST Standards give particular attention in its review to the impact of the tests on minority student progress.

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INTRODUCTION

Minority participation in higher education has been a growing concern across the nation. During the past twenty-five years, the State of Florida has instituted public policy and has provided resources in its quest for parity in access and equity of higher education opportunity regardless of race or ethnicity. Significant changes have taken place in recent years as Florida has moved from an earlier history of a segregated system of higher education to a single system of twenty-eight community colleges and nine public universities strategically located and guided by statutory and regulatory provisions calling for attainment of appropriate representation of minorities in postsecondary education.

Florida is a dynamic state as evidenced by its population growth curve. The 1950 Census ranked Florida twentieth with a population of 2.8 million; but a decade later it had grown to 4.9 million and ranked tenth nationally. By the time U. S. District Judge John H. Pratt had ruled in 1973 that HEW must enforce proceedings against states that did not submit acceptable plans for desegregating their higher education systems to the Office of Civil Rights, Florida was the eighth largest state with a population of nearly 7 million. And by 1985, when Florida's desegregation plan under that ruling had expired, the population had swelled to over 11.3 million making the state the fifth largest.

The dynamic nature of Florida is equally startling when contrasting its public policy toward education over the past

thirty years. The Florida Constitution of 1885, which remained intact until 1957, declared "...white and colored children shall not be taught in the same school, but impartial provision shall be made for both" (Article XIII, Section 8). Thus, only thirty years ago all public education in Florida was segregated. The public higher education system was made up of three universities (Florida Agricultural and Mechanical University for blacks, the University of Florida and Florida State University for whites) together with separate junior colleges for whites and blacks. Ironically, eleven of the twelve black junior colleges were established after the United States Supreme Court ruled that separate systems of public education for blacks and whites were unconstitutional (Brown vs. Board of Education, 347 U.S. 483, 74 SUP. CT. 686 <1954>). Only Washington Junior College in Pensacola (established in 1949) pre-dated the action of the 1957 Florida Legislature in authorizing establishment of black junior colleges. Sponsored by school districts which were responsible for the segregated schools under the state's Constitution, the black junior colleges not surprisingly were housed in or near the black high schools and were perceived as grades thirteen and fourteen. A year after the U.S. Congress enacted the Civil Rights Act of 1964, enrollment in Florida's black junior colleges reached a high of 9,677 made up of 3,662 "College Parallel" and 6,Ø15 "Vocational-Terminal" students. A mandate issued by the State Commissioner of Education the same year based on the Civil Rights Act of 1964 resulted in the disappearance, by the end of 1966, of black junior colleges in Florida. They were either phased out or absorbed by the existent white junior colleges in

the school district. Little consideration or planning had preceded such disestablishment, particularly in programs or strategies to accommdate the black students.

In 1974, in response to Adams vs. Richardson, 356 F. SUPP. 92 (D.D.C. 1973), Florida developed specific plans for equalizing educational opportunity in public higher education at both the university and two-year college levels. That plan was revised in 1977 and became the basis for Florida's plan for equalizing educational opportunity in its public university and community college systems. Florida was one of ten states (often called "Adams Case" states) to develop such plans.

The state's plan, Florida's 1978 Plan to Equalize Opportunities in Higher Education, under that federal court ruling, expired in 1985. One year before, the Florida Legislature enacted The Florida Educational Equity Act which, among other responsibilities, charged Florida's public educational institutions:

> Educational institutions within the state system of public education shall develop and implement methods and strategies to increase the participation of students of a particular race, national origin, sex, handicap or marital status in programs and courses in which students of that particular race, national origin, sex, handicap, or marital status have been traditionally underrepresented...

During the same year that the Florida Legislature took this action, the Postsecondary Education Planning Commission (PEPC) released Supplement Number 2 of its Master Plan for Florida Postsecondary Education titled Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education in response to a mandate of the 1983 Florida Legislature to

conduct a study of participation of minority and disadvantaged students. Among the recommendations for action in the PEPC Master Plan Supplement was the following:

> Exemplary programs in the state's community colleges and universities designed to provide academic advisement and support which contribute to the retention of minority and disadvantaged students should be identified and assessed so that information pertaining to these successful approaches may be distributed systemwide.

Soon after the Master Plan Supplement was released, the Executive Director of PEPC became aware of a Ford Foundation sponsored study involving Florida State University (FSU) and Arizona State University aimed at examining baccalaureate opportunities for urban students (with emphasis upon minorities) who begin in urban community colleges and continue at nearby public universities. Urban centers in eight different states were studied including one in Florida. In March of 1984, the FSU Project Director was asked to include each of the four metropolitan areas in Florida and to provide a report of findings to the Commission. The result was a report titled Achievement of the Baccalaureate: Florida Policies and Practices in Selected Urban Areas published in March of 1986.

The Project

In October of 1986 at the urging of the Project Director of the Miami-Dade Community College Ford Foundation-Transfer Opportunity Program, PEPC convened a meeting of state officials and institutional representatives for the purpose of discussing the absence of any statewide inventory of exemplary programs intended to enhance postsecondary education opportunities for

minorities. PEPC had just completed publication of an inventory of state-level policies and programs to enhance participation of minorities (Programs to Enhance Participation of Minority and Disadvantaged Students in Florida Postsecondary Education) but no comparable inventory existed of institutional initiatives. Furthermore, the question of exemplary program characteristics was discussed during the meeting. As a result of the meeting and upon the recommendation of representatives from PEPC, the State University System (SUS) and the Community College System (CCS), the Miami-Dade/Ford Foundation Transfer Opportunity Program (TOP) Director entered into an agreement with the FSU State and Regional Higher Education Center to conduct a statewide survey of the twenty-eight public community colleges and the nine universities in order to determine the current program initiatives, whether supported by federal, state, or institutional funds, their characteristics, as well as services in the area of minority transfer programs.

Study Design

It was agreed at the October meeting that the study design be consistent with the PEPC Master Plan Supplement; hence, minority students and exemplary initiatives were the two emphases to be addressed. Transfer programs and black minorities would be addressed as part of, rather than the focus of, the study.

The State and Regional Higher Education Center proposed and the sponsors agreed that the project be carried out in two phases. Phase I would be a survey of all universities and community colleges to identify all institutional initiatives to enhance participation, retention, and success of minority and

disadvantaged students in the lower and upper divisions of baccalaureate programs. The inventory instrument was designed so that institutions would first identify all initiatives resulting from federal or state categorically funded programs. Then, a separate and more important section called for identification of institution-sponsored initiatives, whether from the general budget or from funds generated by institutional grantsmanship or fund-raising. It was felt that an indicator of the commitment of an institution would be its willingness to use its own funds or seek outside non-governmental funds for minority student initiatives as opposed to the incentive or required nature of state or federally funded programs.

A second subtlety in the inventory instrument design was the request that each institution identify those initiatives it deemed sufficiently exemplary to be visited and emulated by other institutions in the system. This placed responsibility on the institution rather than an external agency for justifying the designation of "Exemplary".

Phase II called for site visits of selected institutions where exemplary programs had been identified. It was anticipated that such exemplary programs would be sufficiently unique and deserving that observable characteristics or traits could be analyzed and then classified to yield guidelines or a typology format helpful to other institutions. As reported later (pp. 19-20), this component of the study design strategy proved to be impossible.

Procedure

A survey inventory form was designed by the State and Regional Higher Education Center and then approved by the cooperating agencies and Miami-Dade/Ford TOP in February, 1987. A description of the project and the inventory instrument (for informational purposes) was sent to all SUS and CCS presidents in March by the Equal Opportunity Program Directors at the Board of Regents (BOR) and CCS. In addition, the instrument and accompanying explanatory memorandum were sent to the Equal Opportunity Program Director at each institution. Subsequent to the inventory returns, a copy of those institution-sponsored initiatives designated by the respondent as "Exemplary" was compiled and sent to the President of each institution asking for verification or changes deemed different than reported. Following compilation and analysis, a report of Phase I results was sent to all Presidents and EEO Directors on May 15, 1987.

The procedure utilized in carrying out Phase II included telephone interviews and on-site visitations by the project team for the purpose of collecting additional information on activities. Initiatives or programs institutionally judged as exemplary were selected from the four broad functional areas of Administrative/Support Services, Curriculum and Instruction, Student Life Services, or Other Areas/Services. Among other criteria used in determining those specific sites to be visited, five foci of initiatives were used: Identification, Entry/ Assimilation, Particular Majors/Areas of Study, Retention, and Follow-up/Assessment. Institutions and initiatives thus selected represented a range of projects, colleges and

universities.

INVENTORY OF INITIATIVES

At the time of the May 15, 1987 Report to Presidents on Phase I, two community colleges and two universities had not replied. Subsequently, all but one university returned completed inventories and the resultant revised report can be found in the Appendix.

Federal Programs

All of Florida's universities and community colleges utilize the federal financial aid programs. Financial Aid Offices are found on every campus. A variety of strategies are utilized to make the public aware of such financial aid opportunity as well as assistance in completing the necessary application procedures.

The federal programs intended to facilitate postsecondary education opportunity for minorities are Upward Bound, Talent Search, and Special Services. As would be expected, community colleges are more inclined to seek support from these categorical grant programs than the universities. Florida A & M University (FAMU) and the University of South Florida (USF) were the two universities which reported participation in these federal categorical programs. Florida State University (FSU) reported use of the federal Special Services program, however.

State Programs

Florida's state financial aid programs include: Student Assistance Grants, Student Loans, Categorical Minority Scholarships, and College Career Work Experience Grants. The public community colleges and universities are understandably

active in making such programs known to and assisting minorities to qualify for awards.

Among the state programs intended to provide greater educational access and equity for minority students is the College Reach Out program which supports initiatives of community colleges and universities designed to motivate and prepare minority or low income high school students to increase their desire and ability to profit from postsecondary education. The success of the program is evidenced by the fact that almost all universities and community colleges have submitted proposals for funding and many have built upon earlier grants to expand outreach programs. Eight universities and twenty-seven of the community colleges participated in 1987-88 with most utilizing cooperating agencies or programs to carry out workshops, campus visits, school visitations, tutoring/counseling, provision for role models and other types of activities for secondary students who otherwise might perceive postsecondary education as unobtainable.

Florida's community colleges all participate in the College Preparatory program funded by the state and designed to provide special educational opportunity for academically deficient students. Remediation is provided through classroom and other traditional modes as well as self-paced individualized laboratory experiences. This program was restricted by the Legislature to be offered only at community colleges.

At the nine universities, a state-supported special program known as University Student Retention Program is directed toward

assisting black students to overcome any academic deficiencies at both the undergraduate and graduate levels. This program seeks to reduce the disparity between the proportion of black students and the proportion of white students seeking and earning degrees. A number of the universities have added institutional funds as part of their commitment to this program.

All of the community colleges are required to utilize 25% of their Staff and Program Development (SPD) funds to facilitate recruitment, retention, and graduation of minority and other special student populations. Recruitment of minority faculty, special retention workshops, tutorial services, test preparation seminars, curriculum development and employment of minority recruiters and personnel are among initiatives which can be found at the colleges supported by this program.

Institutional Commitment

Success of any endeavor depends to a great extent on support from those in a position to influence and initiate change. The crucial role of institutional commitment is nowhere more apparent than in goals to enhance minority participation and the activities to realize those goals. The literature reflects the view that commitment from institutional leadership through faculty, staff, and other employees plays a preeminent role in achieving success with recruitment and retention initiatives (Beal & Noel, 1979; Bean, 1986; Clewell & Ficklen, 1986; Lenning, Sauer, and Beal, 1980; Noel et al., 1985; Pascarella, 1985; Ramist, 1981). Noel (1978) enumerates several procedures that mirror commitment and that are appropriate in most institutions; these range from establishing an institution-wide steering

committee to providing a tangible reward system for good teaching and faculty advising. The Task Force on Minority Student Achievement of the State Higher Education Executive Officers addressed the issue of commitment and declared:

> As educators, we can simply no longer content ourselves with the progress for minorities that is episodic, grudging and vulnerable to quick reversal at the slightest hint of benign indifference. What is needed is a level of commitment that produces change so fundamental that the risk of retreat is forever banished (June, 1987).

Commitment extending from the President to each employee is central to the SHEEO declaration as well as the state's public policy reflected in the Florida Educational Equity Act of 1984. If Florida's public community colleges and universities are to achieve participation of all underrepresented groups, visible institution-wide efforts will be needed that are planned, coordinated and systematic.

A few exemplary practices reported by Florida public institutions indicated top-level commitment. Minority task forces and advisory committees have been effective initiatives when convened by the President and actively involved in establishing policies, monitoring progress, and maintaining ongoing communications and relations. The Black Advisory Committee at Valencia Community College (VCC) is distinctive in its participation and influence in college affairs. Broadly representative of the black community, its work has been woven into the very fabric of VCC's governance and programming whereby the black community's advice is both sought and used by the College in recruitment, enrollment, retention, placement, and

campus life strategies. The Committee's presence permeates the institution, providing role modeling support for the black students. A member of that Committee served on the College's Presidential Search Committee. The overall black minority programming of VCC radiates the significant role of this citizen group.

Often, a gap between policy goals and actual practice develops at colleges and universities because of the absence of a review mechanism. Institution-wide proactive initiatives also indicate top-level support. Commitment from an internal perspective is amply reflected in the practice at the University of Florida to hold an internal campus-wide Affirmative Action Conference for faculty, administrators, staff and students. The day-long discussion, debate, and planning is intended to lead to a public agenda for the university community that becomes the action plan for the provost and his subordinates. As a result of this process, the university has added the position of a minority recruiter for transfer students and has developed several new student life initiatives to address concerns about the comfortability of campus life for black students. Such open and public discussion of programmatic and environmental considerations for minority students provides compelling testimony for an institution-wide approach.

A third practice signaling commitment for equity is the position level of the minority affairs individual in the organization. Minority affairs officials located in high administrative positions of the institutional hierarchy have more opportunities to create, guide, coordinate and oversee

institutional minority-focused efforts. Actual program implementation and details for monitoring activities are taken care of by staff or other offices. Isolating minority affairs officers and initiatives from central decision centers weakens the overall effect, yet this is, in fact, what has been occurring (Kemerer, Baldridge, & Green, 1982). Some Florida university and community college presidents designate the person responsible for minority initiatives as Assistant to the President or Vice President for Human Resources with Cabinet-level status; five of the nine universities and six of the community colleges have such designations. As discussed later in this report, a correlation seems to exist between the nature and scope of initiatives and programming with the importance and support emanating from the president. The absence of support typically results in minority initiatives being fragmented with overall programming responding to external legislative or regulatory mandates rather than from an institutional ethic and value.

Finally, a more subtle but perhaps critical factor in pursuit of educational equity is the institutional environment itself. Each institution has a uniqueness growing out of its mission and purpose, its locale, and the state of mind reflected by its human element. Colleges and universities represent different cultures in terms of their belief systems and the behavior that gives these beliefs meaning. Furthermore, urban commuter institutions have different challenges and opportunities than do rural or residential institutions. In the final analysis, each institution creates an environment which is perceived by students as supportive or non-supportive, friendly

or hostile (Bender & Chalfant-Thomas, 1986).

The willingness of the institution to recognize and encourage cultural diversity through both academic and social avenues contributes to a positive, caring institutional setting. While colleges and universities with notable numbers of students from diverse racial/ethnic groups may find it easier to maintain a receptive climate, campuses with few minorities need to develop a hospitable environment (Richardson, Simmons, & de los Santos, 1987). An environment that promotes participation and cultural diversity helps effect a kind of institutional/student bonding--a relationship that is significant for most students and perhaps even more so for racial/ethnic minority individuals. Students who have withdrawn often cite a hostile racial climate as an important reason (Preer, 1981).

Examples of activities to raise cultural awareness in Florida's public institutions are varied. Many universities and community colleges hold commemorative programs such as Black Awareness Month at Florida Atlantic University and Black Emphasis Month at the University of South Florida. Florida International University highlights its mission through year-round programming of events and activities representative of the existing array of cultures represented in its student clientele. A multitude of clubs dedicated to such emphases participate in festivals and celebrations that honor the multi-lingual multi-cultural groups in the FIU student body. Indian River Community College sponsors a Minority Rap Session intended to provide open communications and an avenue for policy review based on student input. Edison

Community College sponsors a Black Student Achievement Banquet that has been credited with enhancing college life while building bridges to the community. Black Gospel Choirs are found in a number of community colleges and universities.

Minority Transfer

All of the universities report active efforts to recruit minority students as part of their upper division transfer student admissions process. Several call upon their minority admissions counselors to carry out special minority transfer student contacts and visitation. The University of Florida added the position of "Minority Admissions Counselor" for transfer students in 1987 in response to a felt need to attract more minorities to the upper division and as one of the outcomes of the college-wide Affirmative Action Conference described on page ten. The University of South Florida has developed a recruitment program known as Black Undergraduate Transfer Outreach that has been credited with increasing the percentage of black students in the upper division classes of that University. Visitation of community colleges and use of minority upperclassmen as part of the recruiting is credited with the success of the program.

Community colleges are active in recruitment of minorities as well. There were not any specific programs identified aimed at attracting minority students into the academic transfer program although several colleges perceive existent Mentoring programs as subtle aspirations for baccalaureate programs leading to the professions.

The Transfer Opportunity Program (TOP) at Miami-Dade is an innovative effort to promote transfer programs to minority

students and then assist in the actual transfer process. TOP, supported by a three-year grant from the Ford Foundation, is a comprehensive strategy to improve minority transfer to and success rates at upper division institutions. One facet of the strategy has been the development of a survey instrument administered during site visits by TOP staff at upper division institutions to interview Miami-Dade minority transfer graduates. The Transfer Student Questionnaire asks respondents to indicate the degree of ease or difficulty they experienced in the transfer process, in preparation for basic course work, and in adjusting to the university setting. TOP provides the minority transfer students with seminars on upper division admissions, a transition course on career goal clarification, and a college survival course undergirded by a counseling staff. TOP has been coordinating with FIU to design an upper division orientation course to be offered jointly by the institutions at the campus level. Transfer agreements for TOP minority students have been entered into with most of the state universities and the project staff are working toward such agreements with both private as well as public upper division institutions in Florida and even in several other states. A third aspect of the project involves the design of a model to insure continuity of minority students. Efforts to work with upper division faculty in understanding and addressing the different institutional cultures when accommodating the needs of minority transfer students are being carried out. Central to the success of TOP is the role of institutional research in studying the prospective minority

student at the secondary level, and then when in attendance at Miami-Dade, followed by experiences encountered upon transfer to the upper division institution.

External Support Systems

The McKnight Foundation represents one of the most promising external influences for realizing educational equity for blacks. In addition to the scholarships for black graduate students, the McKnight Centers of Excellence are being recognized nationally for their revolutionary strategies of utilizing volunteers in the black community, expecially the churches, in raising aspirations, providing role models, sponsoring motivational and skills development programs as well as enhancing a sense of pride and black heritage of students from the very young to the old. At North Florida Junior College the McKnight Center of Excellence, which served seven counties initially, now covers twenty rural counties in the panhandle of the state. Churches, clubs and other black organizations are working with the schools to involve parents and students in an array of educational activities. A summer program is carried out on the college campus with black students in the elementary and secondary schools patterned after the outreach initiatives described earlier. Academic Enrichment Centers have been established where students can receive tutorial help and mentoring from volunteers in the black community. Motivational strategies include special recognition events and even wearing apparel that identifies the wearer as one of the McKnight participants.

The Florida Institute of Education is sponsored through state funds for reachout initiatives and pre-collegiate

programming for low-income students. Because of the disproportionate number of minorities who are in the lower socio-economic status, these initiatives are particularly important for minorities. The Institute has initiated high school workshops and regional workshops on the problem of minorities and low socio-economic status students in Florida. Focus is given to the dropout problems in the secondary schools as well as the low enrollment and graduation rates at the postsecondary level. Strategies are carried out to involve educators, parents and citizens in cooperative outreach/pre-collegiate programs.

INSTITUTIONAL SUPPORTED PRACTICES

An array of institution-sponsored initiatives undertaken separate from federal or state categorical programs was reported (See Appendix). Interestingly, universities, on an average, were as active in sponsoring minority initiatives as Florida's community colleges; a comparable finding was reported for the Ford Foundation-sponsored study of urban areas (Richardson and Bender, 1985). In terms of quantity, both community colleges and universities reported most of their initiatives in the area of recruitment of minorities followed by large numbers of initiatives directed toward retention. The third highest area included initiatives directed toward early identification and awareness-raising activities.

The project team observed disquieting trends in exemplary designations reported by the institutions during Phase I. Some respondents were very conservative in the number of program

initiatives classifed as "Exemplary" while others seemed extremely generous. The same tendency was observed in respondents' classifications of the Focus of each initiative, with some institutions reporting a specific program as having as its major focus all five directions outlined. The absence of more discriminate classifying of the focus of program initiatives made the project team particularly alert to the perceptions of different institutional representatives when carrying out the on-site interviews and observations.

It soon became evident that respondent judgment that a program was "Exemplary" had been derived more from an internal perspective of institutional satisfaction or pride than upon analysis of verifiable outcomes or comparison with best practice as reported in the literature. In several cases, the same type of program or activity offered at several different institutions had been designated as "Exemplary" with little evidence that comparative analysis had verified that the designated program would qualify upon comparison with other institutions. Several campus officials described their program as unique when, in fact, the literature reported such programs as common practice across the nation.

At the time the project was conceptualized, it was anticipated that the institutionally identified exemplary programs would lend themselves to analysis that could yield guidelines or identifiable characteristics usable by other institutions seeking to achieve the very best in program practices and outcomes. Beyond the human element among certain individuals reflected by unusual ability, dedication, or enthusiasm among

those associated with the "exemplary" programs, no structural process, format, or methodology emerged that would explain the success of a given program, and no common element among the exemplary designated programs could be found. Rather, it appeared that the collectivity of program initiatives for minorities in Florida is representative of practices found in the literature. When such initiatives are especially successful, it is because of the exemplary talent and commitment of the people involved.

In order to report on Florida's initiatives, the project team concluded that some reference to the literature should be made together with descriptions of practices taking place in Florida's community colleges and universities. Each of the following subsections reflect the major Focus of program initiatives or categories of practices studied which were designed to enhance minority representation in Florida's community colleges and universities.

Focus: To Identify Minority Students (Precollegiate)

A major concern in providing for continued movement of minorities into higher education is the pool of prospective students coming through the secondary education system. Recognition of the need to begin at the precollege stage to motivate and to prepare young people for postsecondary education has resulted in a plethora of actions directed at students from seventh through twelfth grades. Programs such as Options for Excellence (Turnbull, 1985) have proven highly successful in helping bridge the secondary school/college gap of academically

disadvantaged minority high school youth through early identification, academic support, and activities to motivate and instill optimism and self confidence. Early outreach may be the most important long-term equity action that institutions engage in (Richardson, Simmons, & de los Santos, 1987).

Precollegiate initiatives have several characteristics that contribute to their success, primary among them are caring staff members who are sensitive to the special needs of these minority students, parental involvement in activities, close coordination with secondary and middle school personnel to identify and assess potential participants, campus-based programs that permit at least occasional visits to the institution, and a staff that reflects the racial/ethnic composition of the participant group. As outreach activities become more recognized and documentation supporting these initiatives is available, it is apparent that longitudinal or consecutive programs that carry the student from middle school into high school and build on each other may prove to have admirable effects on providing a smooth transition for minority youth from secondary to postsecondary education.

Florida universities and community colleges have been increasingly active in outreach strategies intended to raise the awareness of middle and high school minority students on the requirements and rewards of collegiate study. The State's College Reach Out program annually funds activities in almost every state institution that center on increasing awareness of postsecondary education opportunities and motivating students to plan towards higher education. Some of the more successful initiatives focus upon bringing secondary school minority

students on campus where increased basic skills training, preparation for test-taking and related adjustment are provided. The Partners in Progress (PIP) programs at FIU as well as the College Achievement Program (CAP) at Santa Fe Community College and Minority Outreach at Tallahassee Community College are examples of these summer outreach programs.

Among the elements of such initiatives credited as being especially effective is provision for students actually to live on-site during the summer program. The University of Central Florida feels that its six-week summer program allows students to become familiar with the campus, form friendships, establish social linkages with minority organizations such as the Black Student Union and fraternal groups. In general, students receive intense, quality personal attention in addition to academic skills reinforcement and college survival orientation. To capitalize on the positive effects of faculty-student interaction, the Summer Enrichment Program (SEP) at Florida State University even provides for members of the faculty and staff to live in the dorms with the SEP students during this time in order for broader socialization and immersion to exist. Several other precollegiate identification activities focus on reaching out to seventh and eighth graders.

Focus: To Facilitate Student Entry or Assimilation

Colleges and universities have felt threatened by projected declines in enrollments, decreasing numbers of traditional college age students, and encroachment of other delivery systems such as proprietary schools, corporate entities, and

the military. As a consequence of heated competition for students, recruitment strategies have become both more diverse and intense across the nation and at all postsecondary education levels, especially for racial minorities. "(O)ther things being equal, being a member of a disadvantaged minority group improves, rather than retards, the chances of being admitted at the most competitive institutions" (Loury, 1986-87, p. 15).

Entry-level recruitment may center on attracting new students to the institution and take place during the months prior to the opening of the semester, or it may be focused on the admissions period itself. The latter generally involves orientation, advisory, and social activities to enhance the academic and social integration of the student during the period just before beginning classes and for a few weeks after. College survival courses or seminars are common under this rubric.

A number of community colleges use selected minority students in their recruitment programs. Florida Community College at Jacksonville and Brevard Community College use the title Student Ambassadors to designate a group of students from their institutions who are trained to participate as members of visitation teams to high schools and the homes of prospective students.

Special orientation programs intended to facilitate transition to collegiate life are sponsored by several community colleges and universities. Hillsborough Community College works with the Urban League in providing an orientation for black students while special orientation programs are sponsored by the

Minority Student Services Office at Florida Atlantic University.

Focus: To Recruit for a Particular Area of Study or Major

Many of the professional schools and colleges within the universities have carried out initiatives to attract, admit, and retain minority students in their fields. Often, such initiatives are in response to or undergirded by national campaigns of the professional societies or organizations in response to critical shortages of minorities in their fields. Frequently, state and local chapters of such organizations participate through sponsoring financial aid packages as well as providing mentoring services as well as internship or other cooperative education provisions. Minority scholarships are available at all of Florida's engineering schools and in most of the physical and natural sciences areas. Several professional schools have distinguished themselves for minority initiatives such as the Engineering School at the University of Central Florida and Florida International University where systematic efforts are directed toward precollegiate outreach programs to secondary schools, recruitment campaigns, assignment of mentors ranging from student-peer to facult and community professional from one or more of the engineering societies.

The Chemistry Department of the University of West Florida works with two-year college faculty and provides "catch-up" strategies in an effort to facilitate entry and retention of transfer students. The Department attributes much of its success to the strength of the professional relationships with community college faculty; UWF faculty have programmed

visits to the two-year institutions to coincide with other professional meetings in the area. In this way, much of the State is covered during the year and many faculty members share in the project. The Department has also utilized grant monies from the University to offer short courses for community college chemistry faculty and have been able to reinforce communications between the two groups while providing up-to-date transfer information.

Miami-Dade sponsors a program known as Minority Access to Research Careers which utilizes professionals in the community to serve as role models and work with minority students in career planning as well as job internship placements. Such on the job experience is credited with retention and subsequent placement.

Focus: To Increase Retention

Interest in retention has two faces. From the institutional survival perspective, increased student retention strengthens financial stability. "(R)etention may be the key issue in enrollment planning, not just as a way of increasing enrollment but as a necessary means of dealing with greater numbers of low-ability students on many campuses" (Mingle & Associates 1982). From the student perspective, retention efforts should enhance personal goal fulfillment.

A unifying theme pervading many recruitment and retention programs in recent years is involvement. Retention efforts that encourage student involvement increase the possibility of student persistence, as the National Institute of

Education's 1984 report titled Involvement in Learning maintains:

> (T)he more time and effort students invest in the learning process and the more intensely they engage in their own education, the greater will be their growth and achievement, their satisfaction with their educational experiences, and their persistence in college...(p. 17).

The dual concepts of involvement and retention have shaped a variety of activities and approaches, encompassing a spectrum of academic, social, and financial initiatives either individually or collectively. The successful effect of involvement on retention has been demonstrated through research on faculty/student interaction. Terenzini and Pascarella in particular have studied this phenomenon extensively and found a positive relationship between the frequency of students' informal contact with faculty members outside the classroom and freshman year persistence (1980). Mentoring activities between students and institutional personnel have become increasingly common. Additional kinds of positive involvement experiences are through student organizations and groups, on-campus part-time work, and residence hall life (Astin, 1982).

National studies (e.g., Adelman & Reuben, 1984; Beal & Noel, 1979; Clewell and Ficklen, 1986) as well as self-reported institutional articles in the literature attest to the array of retention programs, including developmental courses, tutorials, computer-assisted instruction, mentoring, college survival, counseling, advising, scholarships, loans, and grants. The literature, however, suggests differential needs exist in subgroups of the student populaion; programs designed for the average student may not adequately address the needs of these

students requiring specific retention activities (e.g., Beal & Noel, 1980; Bean, 1986; Lenning et al, 1980; Marchese, 1983; McCool,1984; Noel et al, 1985; Pascarella, 1985). Tinto (1982) speaks to the role of retention activities, particularly for racial/ethnic minorities: "(T)he feeling of not being marginal to...institutional life seems to characterize the experiences both of successful intervention programs and of persisting individuals of minority and/or disadvantaged backgrounds" (p. 7).

Retention strategies and programs for minority students are universally found among Florida's community colleges and universities. In some institutions the responsibility is assigned to the faculty; in others the assignment focuses upon counselors and the student services staff; while at others a shared responsibility exists. At times, organizational dysfunction results unless an overall coordinated strategy is carried out. Most of the universities have a program similar to the University of Florida's PACT (Program for Academic Counseling and Tutoring) which monitors the progress of those admitted under the BOR waiver rule. Orientation, tutoring services, and academic counseling are provided on an ongoing basis to assist students in the transition to and succesful progress in their studies. All of the universities and many of the community colleges have developed an early warning system that monitors academic progress and identifies those students who fall behind in their course work or whose grade point average would place them in jeopardy. Special attention is paid to minority students in order that special counseling or tutoring can be provided, often by a minority professional or minority peer student assistant.

Another strategy found highly effective by many institutions is mentoring. In some cases, peer mentoring has worked well with minority youth; Tinto (1987) suggests that role modeling is especially important for disadvantaged minority students. The University of South Florida's Project Thrust uses juniors and seniors in its Junior Mentor Program to assist incoming black freshmen and community college transfers in assimilation on campus. Mentoring by faculty, staff, or community leaders has also worked out well for both institution and students. At St. Petersburg Junior College, Project Success involves members of the faculty and staff serving as mentors to small groups of minorities who meet regularly with their mentees and are aided by the early alert warning system. In the Community Mentorship Program at Florida Community College at Jacksonville, black male students are paired with black professionals who serve as role models and mentors. Special activities, counseling, and early alert are also available.

While independent retention activities concentrating on one facet such as academic, social, or economic support exist in all institutions, more comprehensive approaches provide a unified effort and oftentimes a combining of resources. Hillsborough Community College's Personal, Academic, Career, and Enhancement Program (PACE) illustrates this concept. PACE offers students a mentor, assistance with personal and academic concerns, orientation, academic monitoring and feedback, and social activities. Unfortunately, lack of fiscal support has had a negative effect on implementation of PACE this year.

Among the residential institutions, residence hall programs have been employed as part of the institution-wide strategy to serve minorities. The plan at FSU has been recognized for its comprehensiveness and consideration of minorities. The policies call for residence halls to promote education through group living experiences including advising, socialization, and developmental programs offered by both professional and student staff. The philosophy of such group living responds to the individual student preferences as reflected in FSU's residence hall policy that students can select dorms where minorities can be found clustered by floor as well as accommodations in other dorms where integrated, multi-cultural living exists.

Student life on commuter campuses understandably is different. At Florida International University where the majority of students are commuter and part-time, over one hundred seventy-five clubs and other student associations operate under the authority of the Student Government Association which assumes a central role in the social, cultural and athletic events of the university. At the beginning of each academic semester, a handbook-like publication titled the HAPPENINGS CALENDAR provides a menu of programs and events ranging from special theme weeks (Jewish Awareness Celebration, Black History Celebration, International Festival, Health Fair) to performances of celebrities and notables under the cultural and social programming open to students throughout the year. The clubs and associations are noteworthy in the number that grow out of the unique interests and cultures of the numerous races and nationalities represented.

A potential impact of Florida's College Level Academic Skills Test (CLAST) program on minority students has become an increeasing concern of key leaders and policy-makers. Some institutions report a worrisome decline in the number of minority students completing programs, attributing such decline to the CLAST program. A number of colleges have provided CLAST test-taking workshops with particular emphasis on helping minorities overcome test phobia and to become knowledgeable about test-taking techniques. While oveall CLAST scores of minorities have improved through such interventions, there is growing concern that the State Board of Education scheduled standards for 1989 could have a disastrous impact upon minority students. (This is documentably true if the 1987 test score levels were to be judged against the 1989 standards). Miami-Dade, particularly, has provided CLAST taking support for minorities while maintaining an internal monitoring of the potential consequences of CLAST for minorities resulting from the present policies and schedule. President Robert H. McCabe of Miami-Dade has called for immediate attention to this critical issue by the State Board.

Focus: To Provide Follow-up or Assessment

National research on postsecondary minority programs reveals an alarmingly few where systematic assessment is carried out on program effectiveness. The project team found few of Florida's community colleges systematically incorporate a clear objective evaluation component in their minority programs. There often was little follow-up information on minority program participants from previous years; hence, there is no way of knowing if retention, enrollment, or other expected outcomes result. Those directing

the programs invariably spoke optimistically of outcomes and then gave anecdotal evidences rather than objective evaluation measures.

The same was not true among the universities in most cases. The BOR Student Data Course File offers member institutions an opportunity not only to monitor student progress but to analyze institutional outcomes whether looking at course scheduling, majors, or completion patterns. Academic early alert warning systems were found at all of the universities as a result of the BOR data base.

The Community College system is in the process of developing a Student Data Course System comparable to that of the BOR. Until that is completd, however, follow-up or assessment at the community college level must be part of an institution-developed system. Miami-Dade Community College has developed an early alert warning system and maintains ongoing assessment of the academic progress of all degree students. As reported on page sixteen, the Transfer Opportunity Program at Miami-Dade has been carrying out follow-up studies of minority transfer students as well as an assessment of progress of the participants in TOP.

Future Initiatives

In addition to identifying those initiatives already underway in the institutions, the survey permitted respondents to indicate projected initiatives, whether in the planning stage or under consideration for the future. Twenty-three of the colleges and universities responded to this question, listing at least one activity as a future initiative. Four general strategies emerged

as the predominate planned or desired: (1) Involving the minority community, (2) Reach-out programs, (3) Summer enrichment activities, and (4) Staff development. Other initiatives listed by single institutions included: Using student recruiters, centralization of recruitment and retention activities, obtaining external funding, providing or enhancing orientation, conducting research, and establishing student-faculty-administrative forum sessions. It is apparent such projected initiatives resemble programs already in progress at sister institutions in Florida.

Initiatives with Greatest Potential

Administrators realize some programs hold greater potential than others to enhance minority representation in higher education. To measure this perspective, respondents were asked to identify those initiatives they considered as having the greatest potential for enhancing the participation and success of minorities in postsecondary education. Again, institution responses were grouped under general categories or types of activities. All of the universities and 75 percent of the community colleges answered this question.

The most popular types of initiatives among respondents were those of the precollegiate and reach out variety. Fourteen institutions indicated such activities ranging from early intervention at the middle school level through high school held the most promise for attracting and retaining minorities. Three categories of initiatives recognized by five institutions for their potential were (1) financial aid to students, (2) orientation/advising/counseling, and (3) learning and academic support services. Other initiatives regarded as potentially

beneficial were tracking and early warning, minority personnel and mentoring, as well as effecting attitudinal changes in institutional personnel. Answers to this section of the survey suggest institutions envision numerous approaches to enhance minority participation on their campuses. Success, of course, is contingent upon institutional setting and support, including human, fiscal, and physical resources.

OBSERVATIONS AND CONCERNS

External Versus Internal

While Florida's community colleges and universities are documentably involved in carrying out programs intended to address the inequity of opportunity for minorities, a disquieting view conveyed in the PEPC Master Plan Supplement and most recently in the SHEEO Task Force on Minority Student Achievement Report seems evident as a result of this project. Institutions appear to be responding as a result of external rather than internal stimuli. The design of this study deliberately sought to isolate initiatives carried out because of federal or state mandates or support from those initiated from institutional funds. It became apparent that absence of federal or state funds would create a major void in minority student initiatives in Florida community colleges and universities.

A second disquieting picture emerged when examining the nature of the programs and activities. Typically, the spotlight is upon the student as though the problem is rooted in the individual. The overriding concern is "What's wrong with the

student?" rather than "What's wrong with our institution?" The staff and program monies for Florida's community colleges as well as the BOR funds for the universities appear to be directed toward student-centered strategies. There did not appear to be widespread or systematic self-analysis at either the community colleges or the universities. Sensitivity training or determination of internal challenges in serving multi-cultural clienteles were infrequently mentioned and then only as a peripheral or ad hoc activity. Yet, the SHEEO Task Force reported:

> While isolation from mainstream values and privileges can obviously be detrimental, cross cultural encounters can be equally damaging if members of the majority bring with them significant measures of prejudice, intolerance, ignorance or disdain. This is particularly true when these individuals are teachers in positions of authority. If a second language other than English is not viewed as a valuable asset to be nurtured and respected, then efforts to master English itself will be compromised. If expectations are low and standards are altered to accommodate such expectations, then students will internalize the message that they are likely to fail, and will do so. If attending college is viewed as an improbable goal for certain students, then those students will adjust their aspirations downward accordingly. Many, in a desperate attempt to preserve their pride and identity in such a negative environment, will reject majority values relating to the value of educational attainment outright, and exert strong pressure on their peers to do likewise. Those students who do attempt to excel must do so with the accusation that they are "acting white" and in some way betraying their roots (p. 23).

Affirmative Action, Policing or Initiating

When the chief executive officer has a commitment to educational equity, program initiatives follow. When the chief executive officer is ambiguous or hostile, those responsible for educational equity find themselves with little authority or power relevant to their responsibility. The consequence is for the role to become oriented toward reporting, monitoring, and

compliance rather than program development. Several equity officers described the phenomenon of professional burn-out among their ranks whereby previous missionary/developer types had been transformed to mere caretakers in institutions where CEO support had evaporated. The character and function of the Equity Office was a direct reflection of the philosophy radiated from the President's Office.

Minority Equals Black

The project team observed a prevalent departmentalization of conceptualizing and programming relevant to educational equity. It appeared that in Florida minority and black are synonymous. Whether caused by the Adams Case requirements or by reporting classifications and nomenclature, little evidence of institutional planning for different minority groups could be found. For example, at Florida A & M University, minority initiatives are aimed at black students; yet, the clear minority on that campus would be whites. Few programs at other colleges and universities were identified aimed at other minorities. Furthermore, where Hispanic designations are used and when discussing programming for Hispanics, institutions did not seem to differentiate between and among Cubans, Puerto Ricans, Chicanos, etc. Yet, Florida's Equity Act calls for institutions to address underrepresentation by race and by national origin. Furthermore, the literature suggests differential needs exist where different cultures are represented in the student body.

Fragmentation

Although efforts were made to collect information from the

institutions that would reveal all initiatives focusing on minority students, it became evident once the survey instrument was returned that activities in some community colleges and universities had gone unreported. This lack of coordination and fragmentation of efforts is detrimental to overall institutional goals and to those who work most directly with the racial/ethnic minorities. As reported by a number of national studies, successful minority programming is most often found in institutions where a commitment permeates the institution and programming is systematic and inclusive (Beal & Noel, 1980; Richardson, Simmons, & de los Santos, 1987; Richardson & Bender, 1987).

State Policy and Institutional Competition

The state's College Reach Out program annually funds activities in almost every state institution for middle and high school awareness raising initiatives directed toward minority students. Increasingly, such programs are being integrated with FTIC recruitment strategies whereby admissions goals rather than student awareness/motivation for higher education is the emphasis. Several officials believe unhealthy inter and intra institutional competition is resulting. A more logical sequence and one consistent with Florida's 2+2 system would involve community colleges with school districts and universities with lower division institutions.

RECOMMENDATIONS

1. It is recommended that PEPC collaborate with the State Advisory Council on the Education of Blacks on the identification of policy modifications and initiatives at the state level to enhance minority participation and transfer opportunities in postsecondary education.

2. It is recommended, once the community college system has developed a student data course file comparable to that of SUS, information from both systems be used to monitor progress made in retention, transfer, and graduation of minority students. Attention should be given to possible adverse competition between the two systems.

3. It is recommended that the SUS and CCS carry out joint conferences and workshops on minority initiatives, particularly in the areas of pre-collegiate programming, retention, transfer, and institutional environment.

4. It is recommended that each institution carry out an assessment of its environment with particular reference to faculty and staff attitudes and perceptions of multi-cultural and multi-lingual students. Such assessment should be the basis for professional development programs that aid individual faculty and staff to recognize prejudices and to appreciate the different cultures among the student body.

5. It is recommended that each institution carry out a comprehensive inventory of initiatives intended for minority students and that such inventory be the basis of review and planning for subsequent programmatic action.

6. It is recommended that community colleges and universities establish a locus of responsibility for minority transfer issues within the academic area of the organization to assure faculty commitment and involvement in addressing such issues.

7. It is recommended that racial/ethnic classifications be subdivided for reporting and programming purposes so that the different cultures are more clearly understood and delineated for planning and programming purposes.

8. It is recommended that the current Statewide Panel on CLAST Standards give particular attention in its review to the impact of the tests on minority student progress.

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APPENDIX

Phase I Report to Presidents
and EEO Directors of SUS and SBCC
(Updated/Revised Version)

INVENTORY OF PROGRAMS TO ENHANCE THE PARTICIPATION, RETENTION, AND SUCCESS OF MINORITY AND DISADVANTAGED STUDENTS IN FLORIDA PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES

Information reported herein was derived from the Survey, a copy of which follows Section III.

Note: The University of Florida (UF) did not respond to the original Survey or follow-up requests mailed to Presidents and EEO Directors; therefore, it is not represented in this Phase I Report. Information on UF in the body of the Report was derived from an on-site visit by the project team.

SECTION I

FEDERAL AND STATE PROGRAMS

A profile of SUS and SBCC respondent participation in federal and state categorical funded programs impacting recruitment, retention and success of minorities and disadvantaged students.

A. Federal Financial Aid:

1. All use PELL Grants and Work-Study Funds

2. All but Gulf Coast and Okaloosa-Walton among the CCs reported use of STUDENT LOAN PROGRAMS

B. Federal Mobility [TRIO]:

1. Those reporting use of UPWARD BOUND:

Central Florida	Florida A & M
Miami-Dade	University of South Florida

2. Those reporting use of TALENT SEARCH:

Central Florida	FAMU
Miami-Dade	
Pensacola	

3. Those reporting use of SPECIAL SERVICES:

Central Florida	FAMU
Daytona Beach	FSU
Edison	USF
Gulf Coast	
Hillsborough	
Manatee	
Miami-Dade	
Pensacola	
Santa Fe	
Seminole	
Valencia	

C. State Financial Aid:

1. All except St. Petersburg report use of STATE STUDENT ASSISTANCE Grants.

2. All except Central Florida, Florida Keys, Gulf Coast, Okaloosa-Walton, and South Florida report use of STUDENT LOANS.

3. All among the universities except UCF and the following list of CCs reported use of STATE CATEGORICAL MINORITY SCHOLARSHIPS:

Broward	Lake-Sumter	Polk
Chipola	North Florida	St. Petersburg
Daytona Beach	Palm Beach	Santa Fe
Lake City	Pasco-Hernando	South Florida
		Valencia

4. All among the universities except the UNF and the following list of CCs reported use of COLLEGE CAREER WORK EXPERIENCE:

Brevard	Indian River	Palm Beach
Broward	Lake-Sumter	Pensacola
Central	Miami-Dade	St. Johns River
Daytona Beach	North Florida	Seminole
FCCJ	Okaloosa-Walton	South
Florida		
Gulf Coast		

D. State Instructional Initiatives

1. COLLEGE PREP was listed by all CCs except Florida Keys, Manatee, and Santa Fe. Three Universities reported COLLEGE PREP including FAMU, FSU, and USF.

2. REMEDIAL BASIC SKILLS was reported by all CCs except Central Florida, FCCJ, Florida Keys, Hillsborough, Pasco-Hernando, Polk, St. Johns River, St. Petersburg, Seminole, Tallahassee and Valencia. Three universities reported REMEDIAL BASIC SKILLS including FAMU, FSU, and USF.

3. EQUAL ACCESS/EQUAL OPPORTUNITY was reported by all CCs except Florida Keys, Lake City, Lake-Sumter, Polk, Polk and Tallahassee. Five Universities reported EQUAL ACCESS/EQUAL OPPORTUNITY including FAMU, FAU, FIU, FSU, and USF.

4. PRE-COLLEGIATE PROGRAM was reported by all CCs except Central Florida, Chipola, Daytona Beach, Florida Keys, Hillsborough, Lake City, Lake-Sumter, Manatee, North Florida, Palm Beach, Pasco-Hernando, Polk, St. Johns River, St. Petersburg, Santa Fe,Seminole, South Florida, Tallahassee and Valencia. Six Universities reported PRE-COLLEGIATE PROGRAM including FAMU, FAU, FIU, FSU, UCF, and USF.

5. COLLEGE REACH-OUT was reported by all CCs except Central Florida, Daytona Beach, Lake City, Polk, St. Johns River, Tallahassee and Valencia. Seven Universities reported COLLEGE REACH-OUT including FAMU, FAU, FIU, FSU, UCF, UNF, USF, and UWF.
USF.

6. AUXILIARY LEARNING AIDS was reported by all CCs except Chipola, Pasco-Hernando, Polk, and Tallahassee. Seven Universities reported AUXILIARY LEARNING AIDS including FAMU, FAU, FIU, FSU, UCF, UNF, AND USF.

E. State Student Life

1. CHOICES was reported by all CCs except Gulf Coast and St. Johns River and all Universities except Florida Atlantic and University of West Florida.

F. Special Programs

1. The MCKNIGHT FOUNDATION was reported by Brevard, Broward, Edison, Gulf Coast, Indian River, Manatee, Miami-Dade, North Florida, Palm Beach, and Pensacola. Five universities reported the MCKNIGHT FOUNDATION including FAMU, FIU, FSU, UCF, USF, and UWF.

2. The FLORIDA ARTS COUNCIL was reported only by Edison, Miami-Dade, Palm Beach, Pensacola, Santa Fe, and Seminole among the community colleges. FAMU and FSU were the only two universities reporting the Florida Arts Council.

Not Reported: The University of Florida did not submit a survey response.

SECTION II

INSTITUTION SPONSORED INITIATIVES

Inventory of program titles reported by function and exemplary designation. Some, obviously, are for handicapped and other affected classes rather than minorities.

Focus of the initiative:
1 = To identify minority & disadvantaged students
2 = To facilitate the students' entry or assimilation
3 = To recruit for a particular area of study or major
4 = To increase retention
5 = To provide follow-up or assessment

A. ADMINISTRATIVE/SUPPORT SERVICES (Community Colleges)

College	Program Titles	Focus	Exemplary
Brevard	New Way	1,2	X
	Student Ambassadors	2	
	Intro. to Allied Health	2,3	X
Broward	Mentor Program for Black Students	1,2,4	X
Central Florida	Mentor Program	1,2,4,5	X
	Minority Scholarship	1,3	X
Chipola	New Initiatives	1,2,3,4,5	X
	Single Parent/ Displaced Homemakers	1,2,3,4,5	X
	Disabled Student Services	1,2,4,5	X
Daytona Beach	General Orientation	2,4	
Edison	Black Advisory Committee	1,2,5	
	Black Scholarship "	2	X
	Promise Waivers	2	X
	Reserved Scholarships and Nursing "seats"	2,3	X

College	Program Titles	Focus	Exemplary
Florida CCJ	President's Blue Ribbon Task Force for Minority Recruitment & Retention	3,4	X
	College Reach-An Umbrella Program	1,2,3,4	X
Florida Keys	None		
Gulf Coast	College Equity Program	2	
Hillsborough	Minority Scholarship	1,2,4	X
	Minority Scholarship Nursing/Allied Health	1,3,4	X
Indian River	Minority Rap Session	2,4,5	X
Lake City	Early Warning Academ. Alert	4	
Lake-Sumter	Reach Ninety by '90	4	
Manatee	Community Study Centers	4	
Miami-Dade	Transfer Opportunity Program	2,4,5	X
North Florida	None		
Okaloosa-Walton	None		
Palm Beach	Have One On Us	3	
	Pacer Employment Program	4	X
	College Recruiter	1	
	Oral History Project	1	X
	Fast Break	1,2,4	X
Pasco-Hernando	College, Yes!	2	X
Pensacola	Individualized Manpower Training System	1,4	
	Choosing Careers in a Changing Market for the Disadvantaged	1,3	
	CLAST Workshops	2,4,5	
	Military Liaison	2,4	
Polk	Research Data	5	
St. Johns River	None		

College	Program Titles	Focus	Exemplary
St. Petersburg	Higher Education Experience Project	1,2	
Santa Fe	None		
Seminole	None		
South Florida	Minority Achievement Workshop	4	
Tallahassee	Admissions/Quota Program Recruit	3	X
Valencia	College-wide Tutorial Centers	4	
	FOCUS	1,4	
	REACH Scholarship	2	X
	Orientation & Support	2	
	Transferral Assistance	2,5	
	Retention Counselor	1,4	X
B. CURRICULUM AND INSTRUCTION (Community Colleges)			
Brevard	Allied Health/Minority Retention	3,4	
	Communication Workshop	4	
	Reading/English/Math Support-College Prep	4	
	Athlete's Study Table	2,4	X
	Suncomcomp	1,2	
Broward	None		
Central Florida	College Orientation Course	2,4	X
Chipola	Pass Program	1,2,4	X
Daytona Beach	Academic Monitoring System	4	
Edison	Academic Awards	4	X
Florida CCJ	None		
Florida Keys	None		
Gulf Coast	Success Center	2,4	

College	Program Titles	Focus	Exemplary
Hillsborough	Auxiliary Learning Aids	2,4	X
Indian River	None		
Lake City	Student Development	2	X
Lake-Sumter	Learning Can Be Fun!	4	X
Manatee	Nursing Educational Advisor	3	
Miami-Dade	Minority Access to Research Careers	2,3,4,5	X
North Florida	None		
Okaloosa-Walton	Assessment Centers	1,2,4,5	X
Palm Beach	Basic Skills Remediation	4	X
	College Prep Level Courses	2	
Pasco Hernando	None		
Pensacola	Handicapped Services	1,2,4,5	
	Athletics	2,4	
	Liberal Arts	2,4	
	Academic Program Support	2,3,4,5	
Polk	Minority Tutoring	4	X
	Developing Retention Mgmt. Capability	4	
St. Johns River	Academic Monitoring System	4,5	X
St. Petersburg	Project Success	4	X
Santa Fe	None		
Seminole	Mentor Program	1,4	
	Choice '87	1,2	
South Florida	None		
Tallahassee	None		

College	Program Titles	Focus	Exemplary
Valencia	Cite	2	X
	Computer Programmer Training for the Disabled	1,2	X
C. STUDENT LIFE SERVICES (Community Colleges)			
Brevard	Student Mentor Program	2,4	X
Broward	None		
Central Florida	Early Warning Academic Alert System	4	
Chipola	None		
Daytona Beach	Student Life Services	4	
Edison	Minority Admissions Counselor	2,4	
	Black Student Achievement Banquet	4	X
	Talent Roster/ Graduation	1,4,5	
	Black History Month	1,4	
Florida CCJ	Format for Affecting Minority Enrollment	1,2,3,4	X
	Community Mentorship Program	4	X
	Student Ambassador	2,3,4	X
	Career Goal Attainment	4	X
	Black Incentive Grants	3,4	X
Florida Keys	Renewing & Advancing through Vocational Education	1,2,4	
Gulf Coast	Minority Services	1,2,4	
	College Reach-Out	2,4	
	Tri-County Articulation Council	2,4	
Hillsborough	None		
Indian River	Early Alert System	4,5	
Lake City	Peer Tutoring	2	
Lake-Sumter	Special Services for Handicapped	2	
Manatee	None		

Control	Program Titles	Focus	Exemplary
Miami-Dade	NASFAA Pilot Project	1,2,4,5	X
North Florida	None		
Okaloosa-Walton	OWJC Reachout	1,2,4,5	X
Palm Beach	Peer Resource & Mentor Program	2,4	X
	Revolving Book Fund-Glades	4	
	Minority Scholarships	4	
Pasco-Hernando	None		
Pensacola	Blind Services Contract	3,4	
	Counselor/Blacks/Other Minorities	1,2,4,5	
	Student Services	1,2,4,5	
Polk	Minority Students Workshops	4	
St. Johns River	None		
St. Petersburg	None		
Santa Fe	College Achievement Program	4	X
Seminole	None		
South Florida	None		
Tallahassee	Minority Outreach Program	1,2	X
Valencia	EOP Student Contacts	4	
	Black Advisory Com.	3,4	X
	Student Survey	4,5	
	Black History & Martin Luther King Birthday Observances	4	X
	A2CS	4	
	Valencia Gospel Choir	4	X

D. OTHER AREAS/SERVICES (Community Colleges)

College	Program Titles	Focus	Exemplary
Brevard	Project SAT 12000	1,2	X
	High School Feedback on Minorities	5	X
Broward	None		
Central Florida	ACT Prep Class	1,2,3	X
	College Skills Center	4	X
	High School Preview Day	2,3	X
Chipola	None		
Daytona Beach	None		
Edison	None		
Florida CCJ	Minority Scholarship Banquet		X
Florida Keys	None		
Gulf Coast	None		
Hillsborough	PACE	1,2,4	X
	HCC/Urban League Training Program	1,3,5	X
Indian River	Community Awareness	1,2,4,5	X
	Early Alert System	4	
Lake City	Emergency Loan Program	4	X
Lake-Sumter	Vocational Work Study	4	
	Single Parent/Homemaker Success in Non-Traditional Careers		
	Handicap Grant		
Manatee	Computer Services for Students with Special Needs	2,4	
Miami-Dade	None		
North Florida	Center of Excellence/ Operation Challenge	1,2,4	X
Okaloosa-Walton	None		

College	Program Titles	Focus	Exemplary
Palm Beach	McKnight Foundation		X
Pasco-Hernando	None		
Pensacola	Veteran's Cost of Instruction	1,4	
	Single Parents or Homemakers	1,3,4	
	Criminal Justice Training	1,3	
Polk	None		
St. Johns River	None		
St. Petersburg	None		
Santa Fe	None		
Seminole	None		
South Florida	None		
Tallahassee	None		
Valencia	College Student for a Day	3	X

UNIVERSITIES

A. ADMINISTRATIVE/SUPPORT SERVICES

University	Program Titles	Focus	Exemplary
FAMU	Operation Student Concern	4	X
FAU	Student Academic Alert System	4,5	X
	Engineering College Representative	1,2,3,4	
	Academic Counseling/ Advising	2,4,5	X
FIU	Black Summer Scholarship & Delores Auzenne Fellowship	1,2,3	
	Hispanic Student Scholarships	1,2	X
FSU	Minority Student Affairs	4	
UCF	Academic Enrichment	2	X
*UF			
UNF	Auxiliary Aids to Learning	2	
USF	None		
UWF	Retention/Follow-Up	1,2,4,5	X
	Recruiting & Admissions Activities	1,2,3	X

***Not Reported**

B. CURRICULUM AND INSTRUCTION

FAMU	Learning Development & Evaluation Center	2,3,4,5	
FAU	Peer Tutorial Program	4	X
	Study Skills Orientation	4	X
FIU	Writing Laboratory	4	

University	Program Titles	Focus	Exemplary
FSU	Horizons Unlimited	1,2,4,5	X
	Summer Enrichment	2,4,5	X
UCF	Summer Educational Opportunity Program	4	X
*UF			
UNF	Academic Enrichment & Skills Center	2,4,5	
USF	None		
UWF	Freshman Early Warning System	4,5	X
	Career Life Planning	2,4	X

***Not Reported**

C. STUDENT LIFE SERVICES

FAMU	None		
FAU	Handicapped Student Services Coord.	1,2,4,5	
	C.1 Peer Counseling	2,4	X
	Black Awareness Month	2,4	X
FIU	Minority Student Services	1,2,4,5	
FSU	Incentive Scholars	2	X
	Sigma Chi Iota	4	X
	Black Student Leadership Conference	4	X
	Conference/Graduate Opportunities for Minority Students	4	
UCF	Black Gospel and Cultural Choir	4	
*UF			
UNF	Student-to-Student	1,2,4,5	
USF	Mentor Mentee Program	2,4	X
	Black Emphasis Month	4	
	The Black Student Leadership	2	X
	Minority Graduate Student Coordinator	2,4	

University	Program Titles	Focus	Exemplary
UWF	Black History Month	2,4	
	Black Student Union	2	
	Financial Aid Workshops	2	
	Financial Aid Seminars	2	
	Mentor Program	2	
	Freshman Advising Froup	2,4,5	X
	Tutorial Program	4	X
	Academic Labs	--	X

***Not Reported**

D. OTHER AREAS/SERVICES

FAMU	None		
FAU	Brochures/Newsletters	2,3	X
	Martin Luther King Scholarship	2,4	
	Minority Educational Achievement Award	2,4	
	Hispanic Scholarship	2,4	
	NACME	2,4	
FIU	Partners in Progress	1,2	X
FSU			
UCF	None		
*UF			
UNF	Graduate Student	2,3	X
USF	Black Scholar Awards	2	X
	College of Nursing Access Day	1,3	X
	College of Fine Arts	1,3	X
	Black Community Advisory Committee	1,3,4	
	Black Undergraduate Transfer Outreach	2	
	Minority Admissions Committee	2	X
	College Access Day	1,2	X
UWF	None		

***Not Reported**

SECTION II SUMMARY

Composite of Institution Reported Minority Programs By System and By Initiative Focus

	Community Colleges		Universities	
Focus	Total System Initiatives	System Average	Total System Initiatives	System Average
1	51	1.8	14	1.8
2	72	2.5	40	5.0
3	30	1.1	9	1.1
4	98	3.5	36	4.5
5	29	1.3	12	1.5

*Focus Definitions

1. To identify minority and disadvantaged students (precollegiate).
2. To facilitate the students' entry or assimilation.
3. To recruit for a particular area of study or major.
4. To increase retention.
5. To provide follow-up or assessment.

Community Colleges: N= 28 Universities: N= 8

SECTION III

FUTURE AND GREATEST POTENTIAL INITIATIVES

Future Initiatives

The four categories listed below were identified by at least two institutions as projected initiatives.

Involve Minority Community

- Palm Beach
- Indian River
- Florida Community College

Reach Out

- Broward
- Miami-Dade
- FSU

Summer Program

- Chipola
- Daytona Beach
- FAU

Staff Development

- Central Florida
- Seminole

The following activities were listed by only one institution as a projected or future initiative:

- Students as Recruiters - Polk
- Centralization of Recruitment and Retention - Pensacola
- External Funding - Gulf Coast
- Orientation - Daytona Beach
- Research - Brevard
- Rap/Forum Sessions - Daytona Beach
- Increase or Improve Publications - UNF

Initiatives with Greatest Potential

Each of the initiatives or categories of recruitment or retention intervention listed below was identified by at least three respondents as having potential for minority participation.

Scholarships and Grants

St. Johns River
Florida Community College
Palm Beach
UNF
FSU

Orientation/Advising/Counseling

St. Johns River
Gulf Coast
Pensacola
Hillsborough
UCF

Learning/Academic Support

Lake City
Chipola
Palm Beach
Hillsborough
Manatee

Tracking & Early Warning

St. Johns River
Indian River
Broward

Reach Out

Miami-Dade
Okaloosa-Walton
Polk
Indian River
Broward
Central Florida
Hillsborough
St. Petersburg
Lake-Sumter
North Florida
FIU
FAU
UCF
UWF

Minority Personnel & Mentoring

Pensacola
Hillsborough
FAU
USF

Attitudinal Changes

St. Johns River
Gulf Coast
Edison

In the following listing, only one or two institutions indicated the activity named would hold great potential for enhancing minority representation.

Program Funding - St. Johns River
Curricular Revisions - FAMU
Summer Programs - Daytona Beach
Community Involvement - Florida Community College, Edison
Personalized Recruitment - Florida Community College
Assessment/Research - Pensacola
Faculty Development - Brevard, Florida Community College
Student Involvement - Palm Beach, Edison
Timely Identification and Intervention - Chipola
High School & College Cooperation - Central Florida, FAU
Institutional/Student Fit - Brevard

COPY OF SURVEY FORM

The Florida State University
Tallahassee, Florida 32306-3021

College of Education
State and Regional Higher
Education Center
Louis W. Bender, Director
(904) 644-4710

INVENTORY OF PROGRAMS TO ENHANCE THE PARTICIPATION, RETENTION, AND SUCCESS OF MINORITY AND DISADVANTAGED STUDENTS IN FLORIDA PUBLIC COMMUNITY COLLEGES AND UNIVERSITIES

A cooperative project undertaken in behalf of the Florida PEPC, SUS, and SBCC by the Ford Foundation Project of Miami-Dade Community College and the Florida State University State and Regional Higher Education Center

BACKGROUND: This inventory is one of a series of actions undertaken by or in behalf of the PEPC to assist colleges and universities statewide in their efforts to enhance participation, retention, and success of minority and disadvantaged students in postsecondary education. PEPC published Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education, in March, 1984, followed by Achievement of the Baccalaureate: Florida Policies and Practices in Selected Urban Areas in March, 1986 and Programs to Enhance the Participation of Minority and Disadvantaged Students in Florida Postsecondary Education in August, 1986. This project is intended to provide a comprehensive and complete inventory of institutional initiatives and programs being carried out for the affected student population and those judged by the institution itself as sufficiently exemplary to justify emulation and visitation by other institution representatives. The results of the inventory will be shared with the institutions, legislative committees, and used by PEPC in its Master Plan Update.

INSTRUCTIONS: The Survey has been designed to inventory those initiatives and programs that are in addition to those required or encouraged by Federal or State policies and funding. Section II does provide a checklist of the most frequently reported Federal or State programs in order that a statewide profile can be developed. Section III: Institution Sponsored and Section IV: Planned or Future Initiatives are those supported by institutional funds or private sector funds rather than categorical state or federal funds. Each respondent is asked to render a judgment on the success and/or uniqueness of the initiatives by designating only those which the President and leadership of the institution would be proud to have visited and reviewed by representatives of other colleges and universities.

SECTION I INSTITUTIONAL PROFILE

Name of Respondent:_____Title:_____
Institution:_____Phone:( )_____
Address:_____
_____Zip:_____

SECTION II CHECKLIST OF STATE/FEDERAL CATEGORICAL FUNDED PROGRAMS

Circle number of each federal and state categorical funded program now in operation at your institution.

FEDERAL

Financial Aid:

1 PELL
2 STUDENT LOAN PROGRAMS
3 WORK STUDY PROGRAM

Upward Mobility [TRIO]:

1 UPWARD BOUND
2 TALENT SEARCH
3 SPECIAL SERVICES

STATE

Financial Aid:

1 STUDENT ASSISTANCE GRANTS
2 STUDENT LOANS
3 CATEGORICAL MINORITY SCHOLARSHIPS (Challenger Astronauts Memorial, Jose Marti Challenge, Latin American and Caribbean Basin, or Seminole and Miccosukee Indian)
4 COLLEGE CAREER WORK EXPERIENCE
5 SPD FUNDS

Curriculum and Instruction:

1 COLLEGE PREP
2 BASIC SKILLS REMEDIATION
3 EQUAL ACCESS/EQUAL OPPORTUNITY
4 PRE-COLLEGIATE PROGRAM
5 COLLEGE REACH-OUT
6 AUXILIARY LEARNING AIDS

Student Life:

1 CHOICES

Special:

1 MCKNIGHT FOUNDATION

SECTION III: INSTITUTION SPONSORED

Indicate every initiative or program offered by your institution to enhance minority and disadvantaged participation, retention, and success. Record the existent or best descriptive title together with an annotation which explains the program. Then mark with a check the category **Exemplary** for only those which your institution would be proud to have emulated/evaluated. **Note:** Attach published materials that explain any of the programs when returning the completed inventory form. If more than one initiative exists, please use the Attachment Copy.

To facilitate analysis and reporting, please list each initiative in one of the four broad functional areas: **Administrative/Support Services, Curriculum and Instruction, Student Life Services,** or **Other Areas/Services.** These four areas closely relate to the organizational units of the institution. To the right of the initiative, circle the number or numbers that best describe the **Focus** of the initiative; use the following guide:

1 To identify minority and disadvantaged students
2 To facilitate the students' entry or assimilation
3 To recruit for a particular area of study or major
4 To increase retention
5 To provide follow-up or assessment

A. ADMINISTRATIVE/SUPPORT SERVICES

Title_____ Exemplary___ **Focus** 1 2 3 4 5

Description_____

_____

_____

B. CURRICULUM AND INSTRUCTION

Title_____ Exemplary___ **Focus** 1 2 3 4 5

Description_____

_____

_____

C. STUDENT LIFE SERVICES

Title_____ Exemplary___ **Focus** 1 2 3 4 5

Description_____

_____

_____

D. OTHER AREAS/SERVICES

Title_____ Exemplary___ Focus

Description_____ 1
2
3
_____ 4
5
_____

SECTION IV. FUTURE INITIATIVES

A. Please give a brief description of any projected or desired initiative either now planned or being seriously considered for the future. Circle the appropriate number of the **Focus** of the initiative.

Focus

Description_____ 1
2
_____ 3
4
_____ 5

B. From your perspective and experience, what initiatives offer the greatest potential for enhancing the participation and success of minorities in postsecondary education whether or not they are presently existent in your institution?

_____

_____

_____

_____

Please return completed inventory together with any/all descriptive materials by March 27, 1987 to:

Dr. Louis W. Bender, Director,
State and Regional Higher Education
Center, Rm. 107 - Stone Bldg.
Florida State University
Tallahassee, Florida 32306-3021

ERIC Clearinghouse for
Junior Colleges JAN 22 1988

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer